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ABSTRACT

The U.S. Department of Education's Partnership for Family Involvement in Education encourages individuals, partner organizations, and alliances, whether they are members of the Partnership or not, to develop and implement effective family involvement practices in education. The goals of the Partnership are to increase opportunities for families to become more involved in their children's education both at home and at school and to promote children's learning and achievement. This document describes the Partnership and details initiatives of partners across the country to achieve Partnership goals. Following an introduction outlining the benefits of joining the Partnership, the bulk of the document provides brief descriptions of programs, organized by goals, such as providing parents the resources, training, and information they need to help children learn. Programs include cooperative ventures between schools and churches, between businesses to provide family support, between local businesses and schools, and between community colleges and school districts. The remainder of the document includes a Partnership registration form, and a list of publications from the U.S. Department of Education, organized by topic. (HTH)

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The Partnership for Family Involvement in Education

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Who We Are and What We Do

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The Partnership for Family Involvement in Education

Who We Are and What We Do

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INTRODUCTION

The Partnership for Family Involvement in Education

The work of the Partnership for Family Involvement in Education addresses issues, provides information, expands professional development, and offers opportunities for sharing and networking, all in the area of educating America's children. The Partnership for Family Involvement in Education, with the assistance of partner members, seeks to help other collaborative initiatives at local, state, and national levels:

- Hold regional and national forums and conferences to educate their partners about current, relevant family-friendly policies and exemplary practices;
- Provide these partners (from families, business, education, religious and community groups, and government agencies) with comprehensive partnership building, management, and assessment tools; and
- Use resources and research provided by the U.S. Department of Education and other national, local, and state partners, to mobilize interest, energy, and expertise through convened meetings, directed research, materials (guides, kits, reports, and CDs), hosted teleconferences, a monthly newsletter, a Web site, and extended technical assistance.

The Goals of the Partnership for Family Involvement in Education

The Partnership encourages individuals, partner organizations, and alliances, whether or not they are members of the Partnership, to develop and implement effective family involvement practices in education. The goals of the Partnership are to 1) increase opportunities for families to be more involved in their children's education both at home and at school; and 2) promote children's learning and achievement. To accomplish these goals, the Partnership encourages:

- Mutual responsibility at home and at school and throughout the community to give students a better education and a good start in life;
- Increased access to the resources, training, and information families need to help their children succeed in school;
- Effective, regular two-way communication between families and schools;
- Families to monitor their children's attendance, homework completion, and television watching; to become acquainted with school staff; to volunteer in school when possible; and to participate in the school decision-making process;

- Family- and student-friendly business practices;
- Well-planned partnerships with a common vision, in which family, business, community, education, and religious members generate a contagious enthusiasm for learning;
- Family support to 1) schools where learning is assured, backed by performance indicators and measurement; 2) school goals that are strategic and integrated into the curriculum; and 3) schools' management and delivery of instruction;
- Schools to welcome families–as full partners–in school activities and decision-making;
- Educators to access a broad range of tools to better engage families in children's learning;
- Before- and after-school learning activities in safe, drug-free environments where children interact with caring adults in meaningful learning activities; and
- The effective use of facilities–schools, community buildings and churches–for children and families.

The Benefits of Joining the Partnership for Family Involvement in Education

As one collaborative effort among thousands across America, the Partnership for Family Involvement in Education provides benefits to other partnerships that are working and sharing information and good practices to increase family involvement in their children's education at home and at school, and promotes children's learning and achievement. From the office of the U.S. Department of Education's Partnership for Family Involvement in Education, you can receive the latest information about family involvement in education and related activities through free publications, newsletters, the Web site, and regional seminars. By joining this Partnership and/or your own local, state, or national partnership effort, you will:

- Connect with other leaders like yourself to share ideas about educating our Nation's children;
- Expand the support of families and employees for children's learning;
- Create–with other partners–better ways to help children learn;
- Be on a team that develops strategies, activities, and products that build communication and support between home and school; and
- Receive local, state, and/or national recognition for commitments to education.

Your involvement in these collaborative efforts will help make education a priority in your community. It will help:

Families

- be effective in helping their children learn;
- benefit from family-friendly business policies;
- have access to lifelong learning; and
- receive help from educators.

Communities

- learn about after-school learning, mentoring, reading, and school readiness;
- renew and/or expand community spirit and citizen participation to support education;
- put their buildings and institutions to use as learning sites that support high standards and children's safety; and
- bring together secular and religious groups to promote the positive values of educated communities.

Businesses

- attract potential employees and retain these employees;
- expand opportunities to help develop higher academic and skills standards;
- increase access to a more highly skilled and globally competitive workforce; and
- elicit positive consumer response to "socially responsible" companies.

Schools

- receive Partnership guidebooks, toolkits, and other materials that encourage family participation, after-school learning, and tips for overcoming cultural barriers;
- enhance their opportunities for ongoing and better teacher training;
- gain family support that encourages and promotes students' learning at school; and
- increase public confidence and support for public education.

Children

- receive the benefits of superior after-school learning, workforce preparation and mentoring;
- experience course work that is more challenging, exciting, and relevant to the real world;
- be challenged by higher standards for student learning; and
- demonstrate improved learning and achievement.

THE WORK OF PARTNERS ACROSS AMERICA

Partners work in two areas to make education a priority in America. They increase opportunities for families to be more involved in their children's education both at home and at school and they promote children's learning and achievement. Following are model efforts of partners all across the country to accomplish these goals.

To Increase Opportunities for Families to Be More Involved in Their Children's Education Both at Home and at School:

Partners give parents the resources, training, and information they need to help children learn

- The Los Angeles County Office of Education (LACOE) operates a Parent University under its Division of Career and Family Services. LACOE's Parent's University provides materials, programs and services in English and Spanish for parents of children in all schools across Los Angeles County on topics such as effective parenting skills, parent-school partnerships, educational technology and helping children learn to read. The Parent University also places a strong emphasis on family literacy. LACOE comprises 81 elementary and secondary (K-12) school districts, 100,000 full-time teachers and support staff, and 1.5 million students—more than one-fourth of all the students in California.

- At the Attenville Elementary School (Pre-K-Grade 6) in Harts, West Virginia, Telephone Tree Volunteers contact over 20 parents per month to discuss issues concerning their children's education and follow up with personal visits. Parent workshops take place seven times per year to address topics ranging from homework help to language development. Each day, 8-10 parent volunteers read with students at lunch, run after-school tutoring sessions, attend staff development sessions, and make site visits to other schools. Parent volunteer hours rose at the rate of 1,000 hours per year for five years. In one year, almost one-half of all parents participated in the annual volunteer training.

- In the Buffalo New York Public Schools, computer literacy is stressed in weekly classes after school for students and parents. Bus service and child care are provided to encourage the participation of the entire family. Some 140 computers are available for take-home instruction for those who cannot take the at-school courses. A recent survey found that 44 percent of parents reported the program had a "significant" effect on their child's motivation toward learning. All parents reported noticeable or significant improvements in their child's math and reading scores.

- The Department together with the Partnership for Family Involvement in Education recently cosponsored with the U.S. Department of Health and Human Services a nationwide telecast on involving fathers in children's learning. The two-hour broadcast, titled Fathers Matter!, was co-hosted by the secretaries of both agencies and featured examples of effective practice. The examples highlignted how schools, employers and community organizations are supporting training programs, professional development efforts, and activities that promote the participation of fathers and father-figures in their children's education. The broadcast videotape is being made available together with a discussion guide as a tool for professional development coordinators at the local level.

- The Illinois Fatherhood Initiative (IFI) is the country's first statewide non-profit volunteer fatherhood organization. Founded in 1997, IFI connects children and fathers by promoting responsible fathering and helping equip men to become better fathers and father figures. Through its volunteer board of directors and board of advisors, IFI creates strategic partnerships with private and non-profit organizations. Its activities include the Illinois Father-of-the-Year Essay Contest (over 140,000 school-aged children have submitted essays during the past three years) on the theme, "What My Father Means to Me;" a *Me & My Dad* Essay booklet that includes essays, artwork, and a six-part curriculum focused on child-father issues; the Faces Of Fatherhood Calender; the *Illinois Fathers' Resource Guide*; a quarterly newsletter; and a Boot Camp for New Dads (a hospital-based program which brings together first-time dads with soon-to-be first-time dads to help them make the transition to fathering).

Partners strengthen family-school partnerships by helping to develop communication and mutual responsibility for children's learning

- The Maryland State Department of Education has joined forces with Comcast Cablevision, McDonalds Family Restaurants, the Maryland Congress of PTA's, and other corporations to launch the Family Focus campaign. School grants from sponsors will 1) enhance parent-teacher interactions; 2) encourage proper learning habits at home; and 3) guide parents in setting expectations for achievement. The Family Focus Advisory Council will advise the State Superintendent on important initiatives, issues and education policy. Maryland's partnership effort was launched with an annual commitment of Comcast Cablevision to $2 million in parent involvement messages, PSA's and news stories. For it's part, McDonalds will provide parent suggestion boxes in McDonalds restaurants and will fund incentive grants to create or enhance programs which involve parents or make the school more family-friendly.

- In Jackson, Tennessee, 23 churches have designed a tutoring program in cooperation with the local school system to serve children residing in public housing. Three nights a week church buses provide transportation to church facilities where 250 volunteers work with 350 children, providing assistance in reading and math. Through an incentive program, parents and children can earn coupons toward the payment of housing, by attending tutoring sessions and participating in parent-teacher conferences at the schools.

- The Bay Area Partnership, working across seven counties in the San Francisco Bay area California, is a public-private coalition of government, business, community, philanthropic, and service leaders. The partnership works to mobilize resources for schools and families and encourages collaboration between funders and policy makers.

- The Chicago Housing Authority (CHA) has launched a partnership to support the "Gift of Reading" holiday book drive. Individuals or organizations can make a monetary contribution or donate new or used books appropriate for preschool, elementary and high school students. Books can be dropped off at designated collection sites across the Chicago metropolitan area. CHA has set a goal of collecting 100,000 books, so that each child living in a CHA facility can receive three books. CHA emphasizes reading as the gateway to learning and is working with parents and with the Chicago Public Schools system to strengthen student academic achievement.

- The Newport News Education Foundation and the Newport News Public Schools Virginia, hold a business-education summit that brings together local stakeholders to support family involvement in education. The summit provides an opportunity for employers, educators, community college officials and community leaders to discuss how business and schools may best work together to help third-through-eighth graders suc-

ceed in school. With family involvement as a key strategy, the summit participants strive to help students achieve in school, to introduce them to career and work options, and to ease the transition to college or additional training. Summit participants identify ways mentors and role models from business and industry can be utilized in local schools. Scholarships and programs that can assist students with their college plans are discussed and shared.

- Communities in Schools (CIS) works in more than 150 communities in 38 states to surround young people with a community of tutors, mentors, health care providers, and career counselors. For more than 25 years, CIS has provided stay-in-school solutions at school sites by showing communities how they can coordinate their public, private and nonprofit resources so youths can get the help they need where they need it—in the public schools. CIS provides community champions—privately supported independent teams—whose sole mission is to rally community support for children and broker services in the schools.

- The IBM Corporation and the Charlotte-Mecklenburg School District North Carolina, have developed a community partnership, which encourages increased parental participation in children's education. By providing state-of-the-art technology equipment, the partnership has increased home-school communication via electronic mail. E-mail allows families to check homework assignments, review work completed by the children, as well as monitor a child's overall progress. Families who don't have computers at home can use school computer labs, which are open days, evenings, and weekends. Computers are also available at neighborhood sites, such as libraries or public housing projects. IBM provides training on using the computer equipment.

- Over a three-year period, the US WEST Foundation's Widening Our World (WOW) Program has dedicated $150 million to educational technology outreach and support. According to the corporation, this commitment will benefit more than six million students in 20,000 schools. The US WEST Foundation has implemented a variety of programs to reach communities across the West. Their "Adopt a Classroom" program provides financial support, technological training and grant information, as well as "cyber mentors," to teachers and students in the classroom. The "Teacher Network" program creates a space in which teachers can exchange ideas and curriculum materials. In cooperation with the National Education Association and its local affiliates, local school districts, and state departments of education, US WEST also uses this network to train teachers to use online computer services.

- Memphis City Schools Tennessee have implemented an Adopt-A-School partnership with local employers, community groups, and faith-based organizations. Launched in 1979, Adopt-A-School has more than 500 employer participants, including FedEx, Coca-Cola and First Tennessee Bank, with employees serving as mentors at local schools. Key emphases of the Adopt-A-School program include supporting family involvement in education, increasing the number of students graduating from high school, keeping students safe and drug-free, and helping all students get on track for college and workforce preparation. Employees volunteer in local schools and also mentor students. Students and teachers visit business partners on site to learn more about the kinds of skills and knowledge required by employers today.

To Promote Children's Learning and Achievement:

Partners help children read well and independently

- America Reads Challenge, a community reading program, has called on all Americans to support teachers and help ensure that every child can read well and independently by the end of the third grade. During the

summer and throughout the school year, community coalitions in every state have answered this challenge. These sites match reading partners—college and high school students, community volunteers, parents, senior citizens—with young children to read together and do activities that build literacy skills and to encourage children to read for at least 20 minutes every day.

- Pizza Hut Corporation founded the BOOK IT!™ National Reading Incentive Program, which encourages children nationwide to read, and rewards them for their reading efforts. The program has been expanded to inspire children to read during the summer, in conjunction with the U.S. Department of Education's initiative READ*WRITE*NOW! Children who participate are encouraged to read 30 minutes a day during the summer months and with a reading partner (adult or teenager) at least once or twice a week, learn a new vocabulary word a day, and obtain and use a library card.

- The National Jewish Coalition for Literacy has pledged to recruit 100,000 volunteers over five years in response to the America Reads Challenge. In most instances, the coalition works with existing literacy programs to support ongoing efforts, although in a few communities it has started new partnerships. The Coalition has 27 affiliates in cities as diverse as Boston (Massachusets), Hartford (Conneticut), Louisville (Kentucky), Atlanta (Georgia), and Seattle (Washington).

Partners support learning right from the beginning of the school year...and beyond

- America Goes Back to School: During the months of August through October, Americans across the country go back to school to share their talents and experiences. A growing number of citizen-volunteers make a yearlong commitment, starting in the fall, to help improve education and to help students learn.

- Hemmings Motor News encourages and supports all parents, teachers, students and employers to sponsor First Day of School programs. These programs, which declare the first day of school a "holiday," promote parent involvement in education by allowing working parents time (paid or unpaid) to meet teachers and support their children as they start a new school year. Beginning in 1997 with 11 schools in southwest Vermont, by September 1999, community employers and parents in 376 schools in 35 states were participating in First Day of School programs.

- At Ferguson Elementary School (Pre-K-5) in Philadelphia, Pennsylvania, teacher-directed community workshops are held up to six Saturdays per year to focus on the needs of students at different levels. A two-day open house is part of Make a Difference Conference for parents. Staff and students travel door-to-door inviting parents to this event. As a result of these efforts, 50 parents volunteer as classroom aides each week. In three years, reading-on-grade levels went from 5 percent to 37 percent for first-graders, while discipline referrals were cut in half and attendance went from 80 percent to 90 percent.

Partners turn around student achievement in mathematics and science

- AMERICA COUNTS is mobilizing volunteer tutors and mentors across the country to provide students with personal attention and additional learning opportunities they need to boost their achievement. College and university students (through a Federal Work-Study [FWS] effort) provide services, at little or no cost, to schools, community centers, after-school programs, and other non-profit entities. Resources available to help tutoring initiatives get underway include:

  1. The America Counts Tutoring Roadmap, an online guide to establishing high-quality math tutoring programs that provides information about key program components as well as tutoring materials; and

2. *Yes, You Can*, a guide to help schools, higher education institutions and other organizations establish high-quality mentoring programs. Many of the guide's examples focus on mathematics and science.

- *The Formula for Success: A Business Leader's Guide*, promotes involvement strategies for business leaders, encouraging them to actively participate in improving mathematics and science achievement in schools.

- Manchester, New Hampshire, saved $72,692 over a period of three years because students, participating in the Y.O.U. after-school program, avoided being retained in grade and being placed in special education. In addition to reading improvement, the percentage of students scoring at the basic level in math increased from 29 percent to almost 60 percent.

- The ASPIRA Math and Science (MAS) Academy was created to improve the low representation and achievement rates of Latinos in math and science. Since 1995, the MAS Academy has served hundreds of students and parents in Miami and Chicago. Throughout the year, after-school and during the summer activities include tutoring, field trips, counseling, family involvement activities, hands-on math and science activities, and other support activities. At the centers, students have opportunities to perform these hands-on science and math activities with teachers or college tutors; additional enrichment opportunities come through visits to scientific institutions, audiovisual and print materials, and interaction and career exploration with Latino scientists, mathematicians, engineers and other technology specialists.

Partners keep kids safe and smart before, during, and after school

- 21st Century Community Learning Centers is a grants program that promotes access and support to before- and after-school planned activities to expand learning opportunities for children in safe and drug-free environments. Additional technical assistance is provided through related forums and guides. During the first year at the center developed in Seneca, Missouri, after-school providers offered activities that school day staff aligned with state standards and goals and incorporated additional learning opportunities in the classroom. Following a program assessment, teachers plan to link state learning standards to school day curriculum and coordinate with after-school providers to build an integrated school day *and* after-school curriculum to reach specific goals. The program is also developing a tracking system that will allow the center to enter and track activities, skills acquired, state goals, and different aspects of student achievement.

- The Charles Stewart Mott Foundation, associated with Community Schools for more than 60 years, brings extended learning, recreation, and social activities into school buildings under the auspices of local education systems. The Mott Foundation has pledged more than $110 million over six years for after-school training and technical assistance, promising practices, access and equity, evaluation, and public outreach. It is estimated that over 10,000 schools in the country have at one time or another adopted some aspects of this model in which schools become a center for the community.

- Established by the Open Society Institute in 1998, The After-School Corporation (TASC), in partnership with the City of New York and the New York Board of Education, is currently providing after-school funding to 84 sites located in New York City Schools and the surrounding area. The program is open from 3 p.m. to 6 p.m. every day to any child who would like to come. Activities include: arts enrichment, recreation, literacy and language arts, sports, cultural awareness, technology literacy, mathematics and science, community service, career preparation, and college preparation. TASC provides funding to community-based organizations that manage and staff projects at each site. Site staff include a full-time coordinator and a mixture of teachers, parents, professional artists and technology specialists, college and high school students, and national service members.

- P.S. 5, a New York City community school, has an active, extended learning program supported by the Children's Aid Society. Beginning with a breakfast program at 7:30 a.m., the extended day program organizes students by classes. The daily schedule includes academics, homework help, fine arts, gym, dramatics, and recreation. Teachers in the extended day and regular school programs communicate regularly. Parents serve as assistants. Over 300 adults participate in the Adult Education program, which offers classes in English as a second language, GED preparation, literacy, and arts and crafts; students and their families also have access to physical and mental health services and an on-site Head Start program.

- Shiloh Baptist Church in Washington, D.C. established a Family Life Center to strengthen and nurture families in the surrounding community, bringing them together for educational, cultural, and recreational activities. Their Male Youth Enhancement Project, designed to stimulate healthy lifestyles in African American males, ages 8-15, provides positive role models, socialization activities, and educational enrichment. Their Shiloh/Seaton Elementary School partnership creates mutual support activities for children served by both school and church, including a reading tutorial program for children attending Seaton that is staffed by volunteers from Shiloh.

Partners plant the seeds of college attendance early in students' lives

- *Passport to College*, Riverside, California, is a collaboration of Riverside Community College (RCC), the Riverside County Office of Education, six area unified school districts, businesses and other community individuals and organizations that seek to make a college education possible for an entire class of students (11,500) who were enrolled in fifth grade in 1996. The program involves teachers, guidance counselors, school district liaisons, and designated school contact teachers, students and families in a continuum of activities from fifth to 12th grades including: campus tours, classroom presentations, teacher training workshops, parent meetings (in English and Spanish), financial aid workshops and other activities sponsored by community professionals. Program mentors include community college student ambassadors, and community, business and civic leaders. Riverside Community College guarantees admission (in 2004), as well as last-dollar scholarships, to all program participants who graduate from high school. Area four-year institutions of higher education have all agreed to offer additional scholarship support for Passport students wanting to complete their undergraduate degrees after completing two years at RCC.

- *The Twenty-first Century Scholars Program*, legislated by the Indiana General Assembly in 1990, and administered by the Office of Twenty-first Century Scholars, provides tuition scholarships. Eighth-graders enroll in the program by meeting income guidelines and taking the Scholars Pledge requiring that the student graduate from an Indiana high school; achieve a cumulative grade point average of 2.0 on a 4.0 scale; abstain from illegal drugs and alcohol; not commit any crimes; apply for admission to an Indiana college; and apply for student financial aid as a high school senior. Upon fulfillment of the pledge, the student earns tuition scholarship at any participating institution. In addition to providing scholarships, the program also provides students and their families with intervention and support services (from Community Partners coordinators who direct early, regional statewide outreach activities; site-based Parents' Project support programs; AmeriCorps Program members who mentor, tutor, and engage scholars in other college preparatory activities; and access to a toll-free hotline for career and college information). The first class of scholars graduated from college in the spring of 1999; currently, there are about 40,000 scholars through Indiana.

- The Kentuckiana College Access Center promotes postsecondary access and success for the youth and adults of the Kentuckiana Region of the State of Kentucky. Clients are provided with vital community based guidance and information services which enables them to succeed in securing postsecondary education. The staff of highly trained counselors is available to advise clients according to their individual needs and workshops are provided for school groups and community organizations. All services are free of charge.

- The San Antonio Texas Pre-Freshman Engineering Program (San Antonio PREP) is a rigorous eight-week summer pre-engineering program for middle school students that stresses abstract reasoning skills, problem solving skills, and career opportunities in engineering and science, as well as in other fields. Program assistants and mentors are undergraduates in engineering and science, and many are former PREP students. The high school graduation rate, of the nearly 14,000 students who have taken at least one summer of PREP since it began (1979), is 99.9 percent; the college-attending rate is 92 percent, and the college graduation rate is 80 percent. Fifty-three percent of the college graduates were science or engineering majors.

- United Parcel Service (UPS)/School-to-Work program provides an opportunity for high school students to make a successful transition from school to work and/or postsecondary education. Located in Louisville, Kentucky, the program currently involves participation from 27 high schools, six county areas, in addition to approximately 300 students. Students work in package handling for approximately four hours each day and receive high school credits with pay for work experience. UPS offers seven college courses at the work site via the local community college, with mentors available to ensure success. Tuition and books are paid by UPS upon student completion of a course. A few times each year, students can job shadow an employee working in a position or career that is of interest to them.

- GEAR UP has been a Department of Education discretionary grants program that provides funding for states and partnerships to encourage more young people to have high expectations, stay in school and study hard, and go to college. GEAR UP funding supports curriculum improvement, staff training, early college awareness and preparation activities, and academic help (tutoring, mentoring, and advising) for low-income students. The first GEAR UP grants were awarded in August 1999 to 21 states and 164 partnerships of colleges and middle grades across the country.

Partners give teachers and principals the tools they need to engage families and family support for learning

- Collaborating organizations provide teachers with training on how to effectively integrate the use of technology into their existing curriculum. Funds required to support these programs are provided by Intel and BellSouth; Computers, related equipment, and software are provided by Intel, Hewlett-Packard, and Microsoft; the Institute of Computer Technology (ICT) delivers the training and provides administrative services for the partners. With 40 hours of hands-on instructions, teachers enhance their existing lesson plans by integrating the use of technology: use multimedia software to create presentations, Web sites, newsletters, and brochures; access support documents such as the implementation plan that aligns student objectives to state content standards, student samples, evaluation tools, templates, tests, etc.; and network anywhere, anytime with other teachers through a Web site. In 2000, the partnership is expected to provide training to approximately 12,000 teachers in California, Oregon, Washington, Arizona, Texas, New Mexico, Georgia, Alabama, Tennessee, Mississippi, Massachusetts, and Washington, D.C.

- The AT&T Learning Network, launched in 1995, is designed to provide all schools with access to some of the newest information technologies, including the Internet and the World Wide Web. This program, that

includes not only access to technology, but also help in understanding how to use it, is available to all schools. The Network's free online support service includes an Internet 101 tutorial on how to use the Internet; a Web Tour created by education experts to guide teachers through various education-related uses of the World Wide Web; and coaching to teachers, by teachers, on how to integrate technology into lesson plans and classroom activities. In addition, technical assistance and links and pointers to top search engines and resources help direct teachers to online education content and information.

- A Teacher Preparation CD for Family Involvement is designed for use by pre-service and in-service training and professional development coordinators, and/or community and family organizations. The CD includes research, talking points, and questions to spark discussions; speakers' notes and overheads; and a teleconference video clip that highlights the importance of family involvement in education and explains why family involvement is so critical to the work of teachers.

Partners make effective use of facilities—schools, community buildings, churches—for children and families

- The West Des Moines Community School District Iowa, includes parents and community members, teachers, business people, and representatives from city government on-site improvement teams that set the direction for each of the district's 15 schools. In addition, a community education advisory council conducts a needs assessment survey every few years to determine whether facilities and programs offered to all members of the community are still current. Due to the schools' outreach and offerings, 95 percent of parents and community volunteers flow in and out of the schools daily.

- The St. Louis, Missouri, Public School district operates 16 Comprehensive Community Education Centers (CECs) at nine elementary school sites and seven middle school sites. Approximately 18,000 to 22,000 youth and adults participate in Community Education programs, which have been offered by the St. Louis Public Schools in partnership with the city government since 1968. Each CEC has a community-wide council. The Centers operate year-round, are open four days a week from 6:30 a.m. until 10 p.m., and some facilities remain open on Friday evenings and weekends. In addition to after-school youth programs, including tutoring and homework assistance, cultural enrichment, recreation, organized team sports, violence and drug prevention and career exploration, during the summer, the centers offer day camps and teen drop-in activities as well as academic course offerings. Adult programming—general education, home and family, arts and crafts, recreation, and vocational and college courses—are also offered.

- Located in three apartments in a high-crime, low-income neighborhood in Orange County, California, the Shalimar Learning Center provides tutoring in reading and math, homework help, mentoring, English language development classes, and use of the computer lab to over 150 students (grades 1–12) who drop in daily after school. Running the year-round center, five days a week, is a team of two to five paid staff and a pool of 75–120 volunteers who commit to two-hour shifts one day per week. The grade-point average of teen students at the center improved by 34 percent, and not one of the participating students dropped out of school.

FOR MORE INFORMATION ABOUT THE PARTNERSHIP FOR FAMILY INVOLVEMENT IN EDUCATION:

Call toll-free ..... 1-800-USA-LEARN *and* 1-800-4ED-PUBS

Visit the Partnership's Web site at ..... http://pfie.ed.gov *and*

Visit the Department of Education's Web site at ..... http://www.ed.gov

Locate your state Parent Information and Resource Center by calling toll-free 1-888-385-7222

Locate your state Parent Training Information Center (PTI) by calling toll-free 1-888-248-0822

Partnership for Family Involvement in Education

"Better Education Is Everybody's Business"
—U. S. Secretary of Education, Richard W. Riley

PARTNERSHIP for Family Involvement in Education

What We Do

The Partnership's mission and activities

- Increase opportunities for families to be more involved in their children's learning at school and at home.
- Strengthen schools and improve student achievement levels.

Who We Are We are thousands of partners joined together in a growing grassroots movement to support student learning according to high standards. We come from families, schools, and a variety of businesses, communities, and religions, and are organized into four groups: Family-School Partners, Employers for Learning, Community Organizations, and Religious Groups.

The Benefits of Joining

- Connect with other groups to share ideas about educating our nation's children;
- Work together to increase and improve efforts to help children learn;
- Get the latest information about family involvement in education and related activities; and
- Receive recognition for visible commitments to education at the local, state, and national levels.

Local Activities of Partners

At the local level, partners support efforts to:

- Strengthen family-school partnerships through good communication and mutual responsibility for children's learning;
- Adopt family- and student-friendly business practices;
- Provide before- and after-school learning activities for children;
- Make effective use of facilities-schools, community buildings, churches – for children and families; and
- Give parents the resources, training, and information they need to help children learn, and teachers and principals the tools they need to engage families.

Nationwide Activities of the Partnership

In addition to the numerous local activities in which Partnership members are involved, many participate in nationwide activities such as the following:

Helping children read throughout the summer and the school year. Known as the *America Reads Challenge*, this activity focuses on maintaining and developing children's reading skills during the summer months and before and after school. Participating children read and write for thirty minutes every day with teenage and adult partners who share a love of reading with them.

Supporting learning right from the beginning of the new school year. Known as *America Goes Back to School*, this activity brings Americans together during the months of August through October to share their experiences and talents with children in schools across the country. Going back to school with children sends the message to participants' year-long commitment to helping students learn and supporting schools in their efforts.

Planting the send of college attendance. Known as *Think College Early*, this initiative helps increase awareness about the importance of attending college and builds support for middle and high school students to take the courses needed to enter college and to be prepared financially.

Keeping kids safe and smart all the time. Supported by the *21st Century Learning Centers* grant program, before- and after-school planned activities expand learning opportunity for children and drug-free environments.

To join and for more information call 1-800-USA-LEARN or visit the Web site at <http://pfie.ed.gov>

PARTNERSHIP
for Family
Involvement
in Education

PARTNERSHIP FOR FAMILY INVOLVEMENT IN EDUCATION

Partner Registration

To join and receive your Partnership Promise Certificate, enter the information requested below and mail or fax to: Partnership for Family Involvement in Education, 400 Maryland Avenue, SW, Washington, DC 20202-8173. Fax: 202-205-9133.

The registration must include a contact person and phone number in order to be processed. The information you provide may be made available by the U.S. Department of Education on the web, and, in any event, is subject to the Freedom of Information Act, and will be made available to requestors upon request.

We would like to become a member of the Partnership for Family Involvement in Education. We commit to family-friendly practices and will work with others to form partnerships that support children's learning.

Name of Partner group or school: _____

Address line 1: _____

Address line 2: _____

City: _____ State: _____ Zip: _____

Telephone: _____ Fax: _____

Contact Information:

Head of Organization: _____

Contact Name: _____ E-mail: _____

Is your organization a(n) (Please check one):

☐Family-School Partner ☐Employer for Learning
☐Community Organization ☐Religious Group

OMB Number: 1860-0505 Expiration Date: 10/31/2001

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PUBLICATIONS FROM THE U.S. DEPARTMENT OF EDUCATION

Promoting Family Involvement

Information and publications on promoting family involvement can be found on the Partnership for Family Involvement's Web site at http://pfie.ed.gov

- *A Business Guide to Support Employee and Family Involvement in Education* (from the Conference Board, 1997)
- *A Compact for Learning: An Action Handbook for Family-School-Community Partnerships*
- *America Goes Back to School: Partners' Activity Kit 1998, 1997, 1996, 1995*
- *An Invitation to Your Community: Building Community Partnerships for Learning*
- *Building Business & Community Partnerships for Learning*
- *Community Update*, a monthly newsletter
- *A New Understanding of Parent Involvement*
- *Employers, Families and Education*
- *Fathers' Involvement in Their Children's Schools*
- *Family Involvement in Children's Education: Successful Local Approaches*

After-School

Information on after-school programs can be found by visiting www.ed.gov/pubs/edpubs.html or by calling 1-877-4ED-PUBS to order publications.

- *Working for Children and Families: Safe & Smart II–After-school Programs*
- *Keeping Schools Open as Community Learning Centers*
- *Give Us Wings, Let Us Fly*

Reading

Information on literacy can be found on the Department of Education's America Reads Challenge Web site at www.ed.gov/americareads

All America Reads Challenge publications can be ordered at 1-877-4ED-PUBS and found at www.ed.gov/americareads/resources.html

- *The Read*Write*Now Activity Poster* (English & Spanish)
- *A Compact for Reading Guide*
- *The America Reads Challenge Resource Kit: Information on how to implement and maintain a community literacy program* (Web availability only)
- *Start Early Finish Strong: How to Help Every Child Become a Reader* (Web availability only)
- *Ideas at Work: How to Help Every Child Become a Reader*
- *The Read Write Now! Basic Kit!* (Web availability only)
- *The Ready*Set*Read Activity Guides for Families and Caregivers* (English and Spanish) (Web availability only)
- *So That Every Child Can Read...America Reads Community Tutoring Partnerships* (Web availability only)
- *Read with Me: A Guide for Student Volunteers Starting Early Childhood Literacy Programs*
- *Checkpoints for Progress: In Reading and Writing for Families and Communities*
- *Checkpoints for Progress: In Reading and Writing for Teachers and Learning Partners*

- *Simple Things You Can Do to Help All Children Read Well and Independently by the End of Third Grade* (Web availability only)
- *Learning to Read/Reading to Learn Information Kit* (Web availability only)
- *On the Road to Reading: A Guide for Community Partners* (Web availability only)
- *Reading Helpers: A Guide for Training Tutors* (Web availablility only)
- *Helping Your Child Become a Reader* (Call 1-800-878-3256)
- *We Want You Posters and Brochures* (material for use in recruiting federal work-study literacy volunteers)

Mathematics

Information and publications on math are available on the Department of Education's Web site at www.ed.gov/americacounts

- *Overview*
- *Special Initiatives: Mathematics Mentoring and Tutoring*
- *Tutoring Roadmap*
- *Yes, You Can! Establishing Mentoring Programs to Prepare Youth for College*
- *Resources and Opportunities for Establishing High-Quality Mathematics Tutoring Programs*
- *E-MATH: A Guide to E-mail Bases Volunteer Programs Designed to Help Students Master Challenging Mathematics, Science and Technology*
- *Mathematics Equals Opportunity*
- *Improving Mathematics in Middle School: Lessons from TIMSS and Related Research*
- *Formula for Success: A Business Leader's Guide to Supporting Math and Science Achievement*
- *Self-Assessment Guide for Improving Mathematics: Using Federal*
- *Resources for Improving Mathematics Teaching and Learning*

Preparing for College

Information and publications on preparing for college early can be found on the Department of Education's Web site at www.ed.gov/thinkcollege/

- *Getting Ready for College Early*
- *Preparing Your Child for College*
- *Think College? Me? Now?*
- *Funding Your Education 2000/2001*
- *2000/2001 Student Guide*
- *Yes, You Can! Establishing Mentoring Programs to Prepare Youth for College*

Teacher Quality

Visit the Department of Education's Web site at www.ed.gov/inits/teachers/teach.html for information and publications on teacher quality.

- *A Talented, Dedicated, and Well-Prepared Teacher in Every Classroom: U.S. Department of Education Initiative on Teaching Information Kit*
- *Promising Practices: New Ways to Improve Teacher Quality*
- *Building Bridges: The Mission and Principles of Professional Development*
- *What to Expect Your First Year of Teaching*
- *Teacher Quality: A Report on the Preparation and*

Qualifications of Public School Teachers

- *The Challenge for America: A High- Quality Teacher in Every Classroom*
- *Trying to Beat the Clock: Uses of Teacher Professional Time in Three Countries*

Technology

Information and publications on technology can be found on the Department of Education's Web site at www.ed.gov/technology/

- *Getting On-line: A Friendly Guide for Teachers, Students and Parents*
- *Parents Guide to the Internet*
- *Getting America's Students Ready for the 21st Century: Meeting the Technology Literacy Challenge*
- *An Educator's Guide to Evaluating the Use of Technology in Schools and Classrooms*

The Arts

Information on the arts is available at the Department of Education's Web site at www.ed.gov/pubs/ArtsEd/ or the Arts Education Partnership Web site at www.aep-arts.org

- *Transforming Ideas for Teaching and Learning the Arts*. Visit www.ed.gov/pubs/StateArt/Arts/back.html
- *Arts Education and School Improvement Resources for State and Local Leaders*. For information and to obtain an updated copy of the publication, visit www.ed.gov/pubs/ArtsED/title.html
- *Good Schools Require the Arts*. To request a copy of the publication, call the Arts Education Partnership at (202) 326-8693, send a fax to (202) 408-8076 or send an e-mail to aep@ccso.org
- *Young Children and the Arts: Making Creative Connections*. To request a copy of the publication, call the President's Committee on the Arts and the Humanities at (202)682-5409 or send a fax to (202)682-5668
- *Gaining the Arts Advantage*. This is available at www.pcah.gov

Keeping Kids Safe and Drug Free

Information and publications on keeping kids safe and drug-free can be found on the Department of Education's Web site at www.ed.gov/offices/OESE/SDFS

- *Manual on School Uniforms*
- *Action Guide: Creating Safe and Drug-Free Schools*
- *Growing Up Drug-Free: A Parent's Guide to Prevention*
- *Early Warning, Timely Response: A Guide to Safe Schools*
- *Preventing Youth Hate Crime*
- *Conflict Resolution Education: A Guide to Implementing Programs in Schools, Youth-Serving Organizations, and Community and Juvenile Justice Settings*
- *Manual to Combat Truancy*

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